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The increasing graduate student enrollment and the growing size of departments have posed some crucial questions about the preservation of quality in graduate education at the University of Iowa's Graduate College. In 1966, the graduate faculty adopted a more selective admissions policy, and ruled that final decisions upon graduate admission be made in the department provided the minimum college-wide standards had been met. Changes in the content of graduate programs include the elimination of the thesis requirement for master's degrees, and the reduction of formal courses in doctoral programs in favor of more independent study and research. In the drive for relevance, cogency and efficiency, some required foreign languages such as French and German have been found to be less useful than others such as Spanish or Russian. Some departments have therefore dropped the requirement of 2 languages and now require the study of 1 language in depth, that language being one closely related to the student's special field. Another development has been the formation of a graduate student senate in the Fall of 1968. This may be the first group at a US university that gives graduate students in all departments, rather than those in specialized disciplines only, a voice in discussions about their education. (WM)

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CHANGES IN GRADUATE EDUCATION AT THE UNIVERSITY OF IOWA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Changes in Graduate Education at The University of Iowa

I want to talk about some major changes in graduate education. A decade ago this subject would have been relatively empty, for few changes had been made in graduate education in modern times. In large measure, higher education has been governed by tradition, and changes have come especially slowly in graduate education. This is no longer the case; important changes have recently taken place; others are bound to follow.

The first change -- and a basic change -- is the rapid increase in Graduate College enrollment. This has been a nation-wide trend; Iowa is not unique. Our graduate enrollment has almost doubled in the past five years. The estimate for 1975 is 8700, which is almost an 80 per cent gain over the present figure of 4890.

In addition to this rapid increase in total graduate enrollment it is significant that the percentage of graduates in the total student body is also rising. This year 25 per cent of all University students are in the Graduate College. Post-baccalaureate students in the professional colleges add to this proportion. The forecast is that graduate enrollment will be an even larger percentage of the University's student body as we look ahead to the 1970's: to the end of the conflict in Vietnam, the swelling demands for graduate training, and the increasing proportion of undergraduates who plan to continue as graduate students.

The implications of this shift in the composition of the University's student body are enormous; new questions are raised about staffing, student support, housing, research vs. teaching, student organization, university government and finance. I shall not attempt to deal with all of these; in prospect, these are issues which will require the most serious attention of

American universities over the next few years in order to find and apply satisfactory solutions.

The increase in numbers of graduate students and size of departments has not occurred evenly throughout the Graduate College. In a few departments there are still only a dozen graduate students, and individual programming and personal relations between the student and his faculty are common practice. However, in most departments the conduct of graduate study along these more traditional lines has been displaced by departmental structure. Most graduate students today work within a framework of requirements that are established by a department, and carry out the research and stand examinations under the scrutiny of a committee. The major individual faculty supervisor is still retained, but he as well as the student knows that the student's work must be acceptable to a committee.

Whatever negative values of impersonalization may have been introduced by this committee system, there is something to be said for it. The possible capriciousness of an individual professor is circumvented; the committee tends to press for more rigorous work, sometimes broader and more relevant study. Also, the graduate student is not so dependent upon one professor and that professor's travel schedule as once was the case. But for better or for worse, graduate education by committee constitutes a significant innovation in the present academic scene.

The increase in size has raised crucial and difficult questions of maintaining quality in graduate education . Graduate education has always been justified as being highly selective programs aimed at quality only. The democratic aims of general education, mass education and adult education for purposes of general enlightenment and edification have been limited to the undergraduate colleges and certain parts of university extension programs.

Graduate education has undertaken to build upon the broader base the highly specialized skills and competence required for the advance of knowledge. There is a "pay-off" to society, but this comes through the contribution of the expert and the professional and not through general citizen activity.

Having this orientation toward excellence, The Graduate College has had to place limits upon student admissions. In 1965 we were faced with the necessity of revising upwards the admissions standards. Large numbers of students from inside and outside the state with marginal academic records were registering in the hope that they could later be accepted by a department for a degree. This was possible under a generous policy which permitted admission to all students with a C average and a baccalaureate degree from an accredited college. This "unclassified" category, which had grown to some 700 in total numbers, was phased out by faculty action in the spring of 1966, which gave each individual one year in which to qualify and be accepted by his major department as a regular student. At the same time the graduate faculty raised the minimum requirement for regular admission to the Graduate College to C+ and ruled that final decisions upon graduate admission be made in the department provided the minimum college-wide standards had been met. This fundamental shift in admissions policy insures that graduate admission is limited to those students judged able to benefit from further study and also to those numbers which may be handled in a department without undermining the quality of the program. Departments may set a higher standard but not a lower standard than that required by the Graduate College as a whole.

The effect of this change in admissions policy has, along with the draft for the war in Vietnam, apparently slowed down the increase in Graduate College enrollment in the short run. For the long run, departments may exercise their right of decision upon admissions in such a way as to

affect the level of enrollment. Some departments may feel that ultimate limits should be set in order to protect the quality of graduate work. Currently, such a policy has been applied in English, Art, and some of the science departments. Other departments may come to a similar policy of restricting enrollments. Thus, the general pressures for more graduate education for larger numbers of students, and the pressures for control of numbers in order to maintain quality seem to be set against each other on a collision course.

Another new development in graduate education is the competitive recruitment of the qualified, highly talented graduate student. As all the top graduate schools in the nation have become selective in admissions, they have found themselves in competition for the same kind of students. (The most recent form of this competition is for the highly talented student from a culturally and economically deprived background.) Organization for the proper control of this competition -- as was found necessary in athletics -- is still to be created and put into effect. Until that is done, we face duplication of effort and pyramiding costs for graduate student support as a result of the largely uncontrolled competition.

Substantial changes are taking place in the content of graduate programs. For master's degrees the elimination of the thesis requirement is now widespread among universities and in many of the departments in science, humanities and social science. In the main this omission of the thesis reflects the pressure of large numbers and faculty preoccupation with matters other than teaching. However some of the master's non-thesis degree programs still retain a strong research component, or equivalent independent work.

In doctoral programs the trend is clearly to reduce the amount of work

in organized courses in favor of more independent study and research. By the end of the first year of graduate study the doctoral student in most fields is ready to specialize. After this initial stage, courses, lectures, and classes tend to interfere with normal progress. Thus, in many departments of the Graduate College there is a noticeable reduction in the list of formal courses on the students' plans of study.

The drive for relevance, cogency and efficiency has led to a drastic change in the requirements of foreign language and research tools for the doctorate. The decisive action was taken by the Graduate Faculty in May, 1968, after two years of careful consideration. The new ruling of the faculty, by lifting the college-wide requirement, leaves decisions on specific requirements in the hands of the departments. The force of the change is not to abandon foreign languages but to increase the relevance of requirements to any given area of research.

In the same action the Graduate Faculty abandoned the awkward practice of substituting statistics, or calculus, or computer science for foreign language as a "tool of research." The argument which finally prevailed was that these subjects were not substitutes but were valid in their own right, provided they were essential preparation for research in a given field. Henceforth, such work will be specified in a doctoral student's plan of study just as any other part of that plan and not be singled out as a "tool."

The traditional requirement of two foreign languages, usually French and German, came under heavy fire. Frequently, these languages turn out to be less useful than some others, for example, Russian or Spanish. Also, the level of competence required, when the student's efforts were spread over two languages, meant that he had such a tenuous grasp of each

that he could not rely upon his own ability and had to fall back upon translations in doing serious research. The requirements under these circumstances had become perfunctory and thus an interference in the candidate's scholarly progress.

In the readjustments now occurring, rather than two languages some of the departments will require one language in depth, that language being one closely related to the student's special field. This move adds substance and relevance to doctoral programs and will increase respect for the work required of a graduate student.

The move taken by Iowa's Graduate Faculty is to encourage individualized doctoral programs that result in a scholar's command of research skills in depth in his area of specialization.

Among the significant changes in graduate education is increasing financial support of the graduate student. When I took my bachelor's degree in 1936 during the great depression there were fellowships and assistantships to support only a handful of graduate students in the great universities of the nation. Very few students even of the highest quality were encouraged to continue graduate work, for lack of opportunity and poverty plagued the academic world. Today, though grants are limited, and the life of graduate students is still economically stringent, there are many opportunities for graduate student support. At The University of Iowa -- if we include assistantships, fellowships, scholarships and grants from outside agencies and foundations -- approximately 5 million dollars a year goes into graduate student support. About 40 per cent of the graduate students enrolled each semester receive some kind of support through the University. All our problems of student support have not been solved by any means, but the graduate student no longer has to assume that he is taking vows of poverty when he enters the Graduate College.

Finally, I wish to discuss the change which is taking place in university government in order to accommodate the voice and interests of graduate students. In this respect a significant first has been scored at The University of Iowa, for this fall a new Graduate Student Senate has been formed by representatives from all the various departments of the Graduate College. This representative, constitutional organization as an accepted part of the structure of the Graduate College, is as far as I know unique in American universities today, though various other forms of graduate student organization, usually more specialized along professional lines, exist at many places.

The problemsof university governance are not new. For example, in medieval Bologna students completely dominated the university. The faculty collected fees by direct negotiation with students. Quoting from Professor V. R. Cardozier:

"The university statutes regulating professors' teaching were detailed and lengthy. The first required that professors take an oath of obedience to the (student) rector and to abide by all regulations that might be imposed on them. Professors were forbidden to be absent from classes, even for a single day, without good excuse and then only after approval by the class, the councilor, and the rector. Students were pledged by oath to report any professor who was absent without permission. If the professor failed to attract at least five students to a given lecture, he was considered absent himself and fined.

"Student statutes also required that the professor start his lecture at the beginning of the book, cover each section sequentially, and complete the book by the end of the term. He was not permitted to skip a difficult portion, with a view to returning to it at the end of the term, lest it be overlooked

entirely." (Personnel and Guidance Journal, June, 1968, p. 946.)

These excesses in student power were reversed during the 15th century in the English universities, Oxford and Cambridge, through the gradual extension of faculty authority over students in university residence halls. The policy of in loco parentis was brought to New England from this British source and has characterized American college government until this day.

After the wars, World War I and World War II, university faculties in America turned their major attention toward research activity. The faculty thus engaged, it was imperative to leave the running of the university to the administration. What is now being called the "erosion of faculty power" occurred by consent, and has been an arrangement of convenience. It has been, until recently, popular for faculty members to eschew administration. This led to governance largely by administration, though we now seem to be experiencing a reaction to this.

In the perspective of democracy, governing must be by the consent of the governed. This means in a university that faculty and student representation are essential and not optional. It does not mean that faculty power is bad, nor that student power is bad. Nor does it mean that power itself is bad. Power is a threat only whenit is not representative, or where the power is one-sided. Where all the relevant interest groups are organized, powers are brought into balance and confrontation is transformed into dialogue.

In the Graduate College at the University of Iowa the faculty has an effective voice through an elected Graduate Council and regular faculty meetings. Now that a Graduate Student Senate has been formed, the faculty, students and administration will be in a position to grapple directly, and hopefully, constructively, with all the questions that concern graduate

education. This is the way, projected by the ancient Greeks, to the Golden Mean: not the suppression of differences, but their expression and their balance in a richer, more perfect whole.